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AUTHOR Mezoff, Bob
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ABSTRACT

This document includes a package of behavioral objectives for use in an introductory human relations course. Nine learning modules are described, each containing objectives in the cognitive area and in the skills and applications areas. The modules cover the following affective behavior topics: (1) communication and listening skills; (2) self perception; (3) perception of others, and language skills, and symbols; (4) non-verbal communication and problem solving; (5) communication flow and networks; (6) leadership styles; (7) observation skills, group processes and member roles; (8) decision making; and (9) problem solving and conflict resolution. (JD)

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ODT ASSOCIATES
Consultation and Training

A BEHAVIORAL-OBJECTIVES BASED HUMAN RELATIONS CURRICULUM

Bob Mezoff

ODT Associates

This document includes a package of behavioral objectives for use in an introductory human relations course. The course has been taught to Nova Scotia public school principals. The course, consisting of nine modules, is typically taught in 30 contact hours (fifteen 2-hour meetings) over a 2 1/2 week period. The objectives are suitable for a variety of contexts and would certainly be appropriate for an introductory 3-credit hour course at the undergraduate level. Some of the objectives are directed towards working professionals and may require modification if the participants have limited work experience.

Each of the modules is broken down into two areas: 1) cognitive area, and 2) skills/affective/applications area . The cognitive objectives are keyed to Let's Talk; Sathre, Olson, & Whitney; 2nd edition; Scott Foresman and Company; 1977; ISBN # 0-673-15038-0. The bottom of each page of objectives indicates other supplementary sources in addition to the appropriate chapters from Let's Talk. These source articles and class handouts are attached at the end of the list of objectives.

The class sessions were taught experientially and employed simulation exercises, role plays (including video-taped feedback), and various structured exercises. Theory input (where the instructor was lecturing) probably consisted of less than 30% of the class time. At least 15 minutes of each of

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the two-hour classes was devoted to "reflection group meetings". These reflection groups of 4 to 5 persons processed and analyzed their experiences and learning at the end of the structured exercises or activities. Then they attempted to discover how to apply their learning to their back-home school settings. Finally, the entire class convened and the reflection groups briefly reported their learning and the possible applications of it.

The above discription of the style of pedagogy indicates that the behavioral objectives were not explicitly stressed during class time. Rather, the objectives and the text comprised a self-study package. Most of the cognitive learning at the knowledge and recall levels occured outside of the classroom in the student's own time. This approach has two primary advantages. Firstly, it permits the instructor much more class time to focus on affective learning, skill practice, and the application of learning. Secondly, contrary the criticism directed to many other human relations programs, students in these classes frequently reported how "practical" the course was. Students also found the class sessions enjoyable as well as productive.

The objectives helped to maintain high levels of motivation because students could learn much more from the exercises if they had read the assigned readings before the class session. The objectives allowed the students to focus on those aspects of the theory that the instructor was likely to emphasize.

A series of objectives-referenced tests on the cognitive objectives are currently being pilot-tested by the author. When these

tests are sufficiently reliable they will be submitted to ERIC along with an instruction manual for scoring the individual items. A draft copy of the scoring manual will be available in December, 1979 from ODT Associates, 200 Village Park, Amherst, Massachusetts, 01002.

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EA 565

Fundamentals of Educational Leadership

BEHAVIORAL OBJECTIVES

Bob Mezoff

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CONTENTS

	Textbook Chapters
Module 1 -- Communication and Listening Skills	1, 2 and handout
Module 2 -- Self Perception	3
Module 3 -- Other Perception and Language and Symbols	4 and handout
Module 4 -- Non Verbal Communication and Problem Solving	8 and handout
Module 5 -- Communication Flow and Networks	9 and handout
Module 6 -- Leadership Functions	handout
Module 7 -- Observation Skills, Group Process and Member Roles	5 and handouts
Module 8 -- Decision Making	handouts
Module 9 -- Problem Solving and Conflict Reduction	6 and handout

COMMUNICATION AND LISTENING SKILLS

General objectives: To increase your knowledge about the communication process and improve your skills in interpersonal communication.

Cognitive Area

After completing this module, you should be able:

1. To discuss the basic elements involved in communication.
2. To identify factors that affect the openness of communication (speaking in the first, second, or third person).
3. To identify at least six factors that can lead to distortion or breakdown in communication.
4. To discuss at least five common listening problems.
5. To discuss the five most useful suggestions (out of 27) for you to personally improve your listening skills.
6. To discuss at least six guidelines for listener feedback.
7. To differentiate between social listening and the two types of serious listening (critical and discriminative).
8. To classify an attending response using Ivey's taxonomy of attending microskills. To be able to define each of the micro-skills (attending, minimal encourage, paraphrase, reflection of feeling, and summarization).

Skills/Affective/Applications Areas

After completing this module, you should be able:

1. To paraphrase statements and check for understanding.
2. To correct distortions and breakdowns in communication with others.
3. To develop skills in using the types of statements and responses which foster open communication (speaking in the 1st person and feedback guidelines).
4. To analyze distortions that occurred in the classroom "Farm Story" exercise.
5. To demonstrate good listener feedback and thus to become a creative listener.
6. To identify your own bad listening habits.
7. To correct the most common bad listening habits by developing good listening skills.
8. To identify at least three on-the-job applications of the theory and skills in this module.
9. To practice the ineffective and effective use of Ivey's attending microskills.

Source: Text - Chapters 1 and 2, "Barriers and Gateways to Communication" by Rogers and Roethlisberger, and microskills lecture.

SELF PERCEPTION

General objectives: To increase your knowledge about the process of self-perception. To achieve greater self-understanding and to use this understanding to communicate more effectively with others.

Cognitive Area

After completing this module, you should be able:

1. To list some of the factors that influence the development of the self-concept.
2. To write an essay about your ideal, public, and real selves, discussing the differences among them.
3. To discuss the Johari Window and identify the two ways to increase the common knowledge ("open self") area.
4. To define and discuss the four T.A. life positions and three T.A. ego states.
5. To list three of the possible defense mechanisms that persons use to protect their self-concepts.

Skills/Affective/Applications Areas

After completing this module, you should be able:

1. To identify one of your own defense mechanisms, and propose a practical way to circumvent it.
2. To feel more comfortable sharing your self-perceptions.
3. To solicit feedback (via instrument) about how others see you.
4. To practice positive self-acceptance behavior.

Source: Text - Chapter 3.

OTHER-PERCEPTION and LANGUAGE & SYMBOLS

General objectives: To have a greater understanding of the process of perception. To be more aware of the perceptual errors of self and others, and the steps one can take to decrease those errors. To become aware of how language influences communication.

Cognitive Area

After completing this module, you should be able:

1. To discuss at least three of the early research findings related to object perception.
2. To discuss three factors in the perceiver that influence the accuracy of person perception.
3. To discuss three factors in the perceived that influence the accuracy of person perception.
4. To discuss three situational factors that influence the accuracy of person perception.
5. To explain at least six common types of perceptual errors (giving an example of each).
6. To discuss the differences between statements of observation, inference, and judgement.
7. To identify (using personal examples) at least two different ways in which words influence behavior.
8. To discuss at least three of the problems with using words (as they relate to perception and communication).

Skills/Affective/Applications Areas

After completing this module, you should be able:

1. To be more proficient in observing occurrences of perceptual errors in others.
2. To apply some suggestions for improving your own perception in the back home work situation.
3. To list the labels that have been given to you which influence your actions and attitudes. To identify how and why they do so.
4. To analyze a recent communication problem that arose between you and another person, and suggest ways that this could have been avoided.

Source: Text - Chapter 4, and "Perception: Some Recent Research and Implications for Administration" by Zalkind & Costello.

NON-VERBAL COMMUNICATION and PROBLEM-SOLVING

General objectives: To increase your awareness of the importance of non-verbal communication. To expose you to a model (a set of principles) useful in group problem solving situations.

Cognitive Area

After completing this module, you should be able:

1. To discuss four of the research findings in the field of body language.
2. To discuss the relationship between body language and communication.
3. To define and discuss message congruency.
4. To discuss the topic of territoriality.
5. To identify some cultural differences in the use of gestures and facial expressions.

Skills/Affective/Applications Areas

After completing this module, you should be able:

1. To develop skills in using and interpreting non-verbal communication (facial expression, gesture, position, and space.
2. To identify personal territorial areas, and to experience their effects on relationships with others.
3. To be more aware of the importance of your own non-verbal habits, and their effects on others.
4. To apply the general problem-solving principles to your experience in the Broken Squares exercise.
5. To identify at least two personal learnings that occurred as a result of the Broken Squares exercise.

Source: Text - Chapter 8, and "Body Language" article.

COMMUNICATION FLOW and NETWORKS

General objectives: To increase your knowledge of the structural and behavioral aspects of communication in the interpersonal and organizational contexts.

Cognitive Area

After completing this module, you should be able:

1. To analyze the communication flow in organizations, whether vertical, horizontal, or diagonal, and to compare the advantages and disadvantages of each.
2. To discuss the characteristics (advantages vs. disadvantages) of one-way versus two-way communication.
3. To discuss some barriers to communication related to the role of subordinate and the role of superior (at least two for each).
4. To identify and discuss the differences between evaluative and reflective responses.
5. To compare different organizational linkages (communication networks) on the dimensions of morale.
6. To discuss the assumptions underlying McGregor's Theory X and Theory Y.
7. To discuss how these assumptions (#6) inhibit or encourage clear communication.
8. To identify the benefits and liabilities of the informal communication network (the grapevine).

Skills/Affective/Applications Areas

After completing this module, you should be able:

1. To identify factors in your work situation that inhibit and/or encourage effective communication.
2. To discuss your own tendencies toward one-way and two-way communication in different contexts, and their relative effectiveness.
3. To discuss the results of the Communication Nets exercise and relate our in-class findings to experimental studies.
4. To discuss alienation and poor morale as a consequence of communication patterns.

Source: Text - Chapter 9, and "One-Way and Two-Way Communications" by Michaels and Jones.

LEADERSHIP FUNCTIONS

General objectives: To increase your understanding of leadership functions. To give you a general understanding of the historical development of leadership theory, and where it is today.

Cognitive Area

After completing this module, you should be able:

1. To discuss the characteristics of the three styles of leadership (democratic, autocratic, and laissez-faire).
2. To discuss the findings of the research of Lewin, Lippitt and White.
3. To discuss the two independent components of leader behavior (concern for task and concern for people) and identify why it is useful to consider leadership as a set of behaviors rather than as a personality trait.
4. To discuss why it might be useful to adopt a situational theory of leadership.
5. To discuss McGregor's Theory X and Theory Y (see Module 5, cognitivie objective #6) and relate them to the democratic and autocratic leadership style.

Skills/Affective/Applications Areas

After completing this module, you should be able:

1. To discuss your personal theory of leadership.
2. To analyze and discuss your personal leadership style.
3. To identify an area of leadership skills that will be helpful for you to work on (explain why).

Source: Class handout and lecture notes.

OBSERVATION SKILLS, GROUP PROCESS and MEMBER ROLES

General objectives: To increase your understanding of (and make you more observant of) the various dynamics that occur within groups.

Cognitive Area

After completing this module, you should be able:

1. To list at least ten roles found in groups (or organizations).
2. To discuss the task, maintenance and individual dimensions of groups.
3. To discuss the difference between process and content.
4. To give three examples of task behavior.
5. To give three examples of maintenance behavior.
6. To explain the nature and function of group processes.

Skills/Affective/Applications Areas

After completing this module, you should be able:

1. To identify group member behaviors along the following dimensions: leadership, styles of influence, communications, decision-making, expression of feelings, task functions, maintenance functions, and self-oriented functions.
2. To understand and practice effective discussion skills and techniques.
3. To identify the various roles members have assumed in this class.
4. To demonstrate techniques of effective role-playing.
5. To clarify and/or resolve interpersonal conflicts through role-playing.
6. To have an increased accuracy of self-perception, through having observed yourself on videotape.
7. To make a list of the roles you play in real life. Identify whether these roles have influenced your behavior in our class activities.

Source: Text - Chapter 5, "Informal Roles" handout, "Task and Maintenance Functions" handout, and various group observation sheets.

DECISION-MAKING

General objectives: To give you a greater understanding of the decision-making process, and the component variables involved therein. To encourage a flexible decision-making style that is appropriate to the situation/problem at hand.

Cognitive Area

After completing this module, you should be able:

1. To explain the Vroom Decision-Making Model, including decision-making styles and problem attributes.
2. To discuss four of the interpersonal barriers to decision-making that Argyris identifies in organizations.

Skills/Affective/Applications Areas

After completing this module, you should be able:

1. To be able to relate the model for Effective Decisions to the New Truck role play (previous module).
2. To relate the two component factors (Quality X Acceptance) to at least three decision situations in your back home work situation.
3. To discuss the two strategies an administrator can use to make a decision where quality and acceptance are both crucial.
4. To take a back home problem and trace through the Vroom decision tree, justifying your decisions at each attribute node.
5. To identify some interpersonal barriers to decision making in your back home work situation.

Source: "Management Decision Package" by Victor Vroom, "Interpersonal Barriers to Decision-Making" by Chris Argyris, and lecture notes.

PROBLEM-SOLVING and CONFLICT RESOLUTION

General objective: To provide a cognitive and affective understanding of conflict resolution. To provide you with skills and techniques that will assist you in dealing with conflict.

Cognitive Area

After completing this module, you should be able:

1. To explain sources and types of conflict.
2. To identify various styles and approaches in conflict reduction.
3. To recognize the psychological effects of conflict.
4. To identify and explain the steps in successful problem-solving.
5. To explain various techniques for solving conflicts.

Skills/Affective/Applications Areas

After completing this module, you should be able:

1. To be more accepting of conflict as a natural part of life, a part that may be necessary for human growth.
2. To be more comfortable with (and accepting of) the feelings that accompany conflict situations (stress, frustration, and anxiety).
3. To be more effective in handling conflict.
4. To practice fair fight training techniques (Bach & Goldberg).
5. To recognize your personal problem-solving techniques.
6. To act more effectively in group problem-solving situations.
7. To demonstrate the dynamics of two-person bargaining in a win-win situation under two conditions (group pressure present and absent).

Source: Text - Chapter 6, and "Working with Conflicts" from Second Handbook of Organizational Development in Schools by Schmuck et al.

MODULE 1

Attending Skills

Attending - body posture, eye contact, etc.

Minimal Encourage - head nods, restatement, and "uh-huhs".

Paraphrase - feeding back verbal content of other person's message.

Reflection of Feeling - feeding back affective tone of other person's message.

Summarization - demonstrates understanding and integration of all of the above.

Influencing Skills

Self-Expression - effective verbal and non-verbal communication.

Focus - (not a true skill) a framework for analyzing conversational flow.

Directions - telling another person what to do.

Self-Disclosure - sharing of personal experience.

Inturpretation - providing alternative explanations for another's experience.

Direct-Mutual Communication - here and now dyadic encounter.

Reference: Ivey, A.E. Microcounseling: Innovations in interviewing training. Springfield, Ill. : Chas C. Thomas, 1971.

MODULE 4

BODY LANGUAGE

A Short History

Nonverbal communication influences both the content and intensity of interaction between individuals. Some nonverbal factors influencing communication between people are: facial expressions, eye contact, gestures, body orientation, body postures, and body tensions.

Research has been undertaken in the field of proxemics by Edward T. Hall (1959, 1963, 1964). Birdwhistell (1952) and Scheflen (1964) have attempted to organize available information into a method for the analysis of nonverbal behaviour. In 1932, James found that a forward lean communicated a relatively positive attitude towards an addressee, whereas a backward lean or turning away communicated a more negative attitude. He used thirty photographs of a masked male model as stimulus material and developed four postural categories: approach or withdrawal, based on the position of the body in relation to the receiver, and expansion or contraction, based on a combination of bodily configurations (bowed or raised head, expanded or sunken chest, raised or sloped shoulders, etc.). A comprehensive series of experiments on proxemics and attitudes was conducted by Mehrabian (1965, 1967, 1968, 1969). He found the distance between communicator and addressee to be correlated with the degree of negative attitude inferred by or communicated to the addressee. Mehrabian's findings support those of Little (1965) who found that a smaller distance between the communicator and addressee is associated with a more positive attitude. In 1965 Machotka found that openness of arms in a communicator indicated warmth towards an addressee. A recent popular study by Julius Fast summarizes research in the field of body language and was published in 1970.

Some Interesting Findings

In an experiment in which observers were shown pictures of masked male and female models seated in an office chair, and asked "How much do you think this person likes or dislikes you right now, results showed that:

--women were judged as communicating more positive attitudes than men.

In an experiment in which subjects were asked to take a standing position as though talking to the person described on a card, results showed that:

--there is more eye contact with high status persons than low status persons.

--men have significantly more eye contact with liked persons than disliked persons. However, women do not show any difference.

--heads are raised higher in communicating with a high status person than with a low status person.

--men raise their heads significantly more when addressing men than women. However, women do not show any significant difference in raising of the head when talking to men and women.

--there is a greater tendency to stand with the hands on the hips with low status persons.

--there is a greater tendency to take up the hands on the hips position when talking to disliked persons.

Studies of group posture have shown that:

--postural shifts away from others often seem to indicate completion and temporary disengagement.

--you can test the "lawfulness" of a person's space by "moving in" on their space and observing their behaviour.

Edward T. Hall established the following North American conversational distances:

3 inches to 6 inches	very close--top secret
8 inches to 12 inches	close--very confidential
12 inches to 20 inches	near--confidential
20 inches to 36 inches	neutral--personal subject matter
4 to 5 feet	neutral--non-personal information
5 to 8 feet	public distance--public information
8 to 20 feet	public--talking to a group
unlimited	public--departures, hailing

Conversational distances differ with each culture...

--members of a group often hold their heads and extremities in the same position.

--when one member of a congruent set shifts posture, the others often quickly follow suit.

In a study conducted at Toronto in 1972, I found that:

--the attitude of an observer towards a given posture remained the same, and was not influenced by different personalities of the subjects.

--there was a significant similarity between the feelings an observer ascribed to a given posture, the feelings he ascribed to him/herself, and the feelings he projected onto the person adopting the given posture.

Further Reading on Body Language

Fast, J. Body Language. McEvans and Co. Inc., 1970.

Hall, E. T. The Hidden Dimension. Doubleday and Co. Inc. Garden City, NY, 1966.

James, W. A. "Study of the Expression of Bodily Posture." Journal of General Psychology. 1932, 7, 405-437.

Mehrabian, A. "Influence of Attitude from the Posture, Orien ation, and Distance of a Communicator." Journal of Consulting and Clinical Psychology. 1968, 32, 296-308.

Mehrabian, A. "Significance of Posture and Positions in the Communication of Attitude and Status Relationships." Psychological Bulletin. 1969, 71, 359-372.

Scheflin, A. "The Significance of Posture in Communication Systems." Psychiatry. 27, 1964. 316-331.

MODULE 6

LEADERSHIP STYLES

(Douglass)

It is possible to identify three main styles or roles of group leadership:

1. Autocratic
2. Laissez-faire
3. Democratic or Catalytic

1. AUTOCRATIC- The autocratic leader is usually a power-seeker and has a strong need to dominate or control other people. Autocratic type of leadership can be broken down into the role of the "BOSS" or the "OVERSEER".

   The "BOSS" exercises his leadership by dictating plans and making decisions in an authoritorian manner. Orders are barked out and instant action is expected. He will not permit questioning of any decisions taken by him. He will never admit to making a mistake himself. Group members either must follow the BOSS to the letter or get out.

   The "OVERSEER" solicitously cares for the welfare of the group. Under his paternal leadership, the members of the group are given to understand that their needs will be looked after so long as they leave all the decisions in the hands of the OVERSEER. Like slaves serving under a master, the members experience no inner growth. Increasingly, they become complacent, unresourceful, and unimaginative. The OVERSEER type is sometimes referred to as a Benevolent Autocrat.

2. LAISSEZ-FAIRE- Laissez-faire leadership represents a near-abdiction of the leadership role. The Laissez-faire leader is apathetic and irresponsible in carrying out his leadership functions. He would rather sit on the fence than take a definite stand on any given question. He has no interest in developing creative approaches that will involve the members of the group in meaningful tasks. He couldn't care less either for the group or his own role. In many cases he is there either because he considers it an honorary position or because no one else will do the job.

3. DEMOCRATIC (OR CATALYTIC)- The Democratic leader or Catalyst encourages participation and reaction. He seeks the kind of group pattern that provides space for people to grow in. Under the catalytic leader, people mature in their ability to be effective participants in group life. The human power which lies as a potential within the group is released and given direction. The Democratic leader draws out the resources and creativity within the group. He sees himself as a learner and discoverer along with the members. He is open to constructive criticism, and sensitive to the needs and feelings of others in the group.

MODULE 7

LEADER/MEMBER FUNCTIONS

(A) TASK (JOB)

1. INITIATING ..... Launches Ideas
2. INQUIRING ..... Seeks Information
3. INFORMING ..... Gives Information
4. INTERPRETING ..... Clarifies
5. SUMMARIZING ..... Sums up
6. CHECKING ..... Tests Agreement

(B) MAINTENANCE (RELATIONAL)

1. ADJUSTING ..... Compromises
2. DOOR-OPENING ..... Helps People In
3. MEDIATING ..... Harmonizes
4. SHARING FEELINGS ..... Expresses Emotions
5. SUPPORTING ..... Encourages
6. REGULATING ..... Suggesting Standards

(C) INDIVIDUAL (PERSONAL)

1. INDENTITY ..... Seeks Understanding of Self
2. INFLUENCE ..... Seeks Measure of Control
3. INTIMACY ..... Seeks Meaningful Relationships
4. GOALS ..... Seeks Direction
5. ACCEPTANCE ..... Seeks Approval
6. TRUST ..... Seeks Confidence of Others

MODULE 7

Informal Roles Found in Organizations

Task-oriented: the role of "getting the job done" and known as those who "deliver the goods"

Technique-oriented: the masters of procedure and method

People-oriented: the role of patron saint and good samaritan to people in need

Nay-sayers: those who counterbalance the "yes" persons, who have thick skins and can find fault with anything

Yea-sayers: those who counterbalance the nay-sayers, the "yes" persons who circumvent opposition

Rule-enforcers: the "people of the book" who are stereotype bureaucrats

Rule-evaders: the "operators," those who know how to get the job done "irrespective"

Rule-blinkers: the people who are not against the rules but don't take them seriously

Involved: those who are fully immersed in their work and the activities of the organization

Detached: slackers who either "go along for the ride" or "call it quits" at the end of regular hours

Regulars: those who are "in," who accept the values of the group and are accepted by the group

Deviants: those who depart from the values of the group—the "mavericks"

Isolates: the true "lone wolves," they are further from the group than deviants

Newcomers: they know little and must be taken care of by others; they are "seen but not heard"

Old-timers: those who have been "around" a long time and "know the ropes"

Climbers: those who are expected to "get ahead," not necessarily on the basis of ability but on the basis of potential

Stickers: those who are expected to stay put, who are satisfied with life and their position in it

Cosmopolitans: those who see themselves as members of a broader professional, cultural, or political community

Locals: those who are rooted to the organization and local community

REFERENCES FOR EA565

Required Textbook: Sathre, Olson, & Whitney, Let's Talk, 2nd edition, Scott Foresman and Company, 1977, ISBN # 0-673-15038-0.

Module 1: Text- Chapters 1 and 2.
*Rogers,C.R., & Roethlisberger, F.J., Barriers and Gateways to Communication, Harvard Business Review, 1952,30(4), 46-52.
Microskills handout (attached).

Module 2: Text- Chapter 3.

Module 3: Text- Chapter 4.
*Zalkind,S.S., & Costello, T.W., Perception: Some Recent Research and Implications for Administration, Administrative Science Quarterly, 1962, 7(2), 218-235.

Module 4: Text- Chapter 8.
Body Language handout (attached).

Module 5: Text- Chapter 9.
*Michael, S.R., & Jones, H.R., One-Way and Two-Way Communication, in Organizational Management: Concepts and Practice, Intext Educational Publishers (currently out of print) 1973, ISBN # 0-7002-2436-X.

Module 6: Leadership Styles handout (attached).

Module 7: Text- Chapter 5.
Leader-Member Functions handout (attached).
Informal Roles Found in Organizations handout (attached).

Module 8: Management Decision Package, adapted from work of Victor H. Vroom. (attached).
*Argyris, C., Interpersonal Barriers to Decision Making, Harvard Business Review, 1966 (March-April), 441-463.

Module 9: Text- Chapter 6.
* Working With Conflicts, in Schmuck, R.A., Runkel, P.J., Arends, J.H., & Arends, R.I., Second Handbook of Organization Development in Schools, Mayfield Publishing Company, 1977, Palo Alto, CA.

* Starred items can be found on reserve in the library

MODULE 8

A New Look At Managerial Decision-Making by Victor H. Vroom
in Organizational Dynamics, Vol. 1 (4), Spring, 1973.
pp. 66-79.

plus attached handouts.

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Table 1

TYPES OF MANAGEMENT STYLES

AI You solve the problem or make the decision yourself, using information available to you at that time.

AII You obtain the necessary information from your subordinate(s), then decide on the solution to the problem yourself. You may or may not tell your subordinates what the problem is in getting the information from them. The role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solutions.

CI You share the problem with relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision that may or may not reflect your subordinates' influence.

CII You share the problem with your subordinates as a group, collectively obtaining their ideas and suggestions. Then you make the decision that may or may not reflect your subordinates' influence.

GII You share a problem with your subordinates as a group. Together you generate and evaluate alternatives and attempt to reach agreement (concensus) on a solution. Your role is much like that of chairman. You do not try to influence the group to adopt "your" solution and you are willing to accept and implement any solution that has the support of the entire group.

Table II

PROBLEM ATTRIBUTES USED IN THE MODEL

	Problem Attributes	Diagnostic Questions
A.	The Importance of the quality of the decision	Is there a quality requirement such that one solution is likely to be more rational than another?
B.	The extent to which the leader possesses sufficient information/expertise to make a high-quality decision by himself.	Do I have sufficient information to make a high-quality decision?
C.	The extent to which the problem is structured.	Is the problem structured?
D.	The extent to which acceptance or commitment on the part of subordinates is critical to the effective implementation of the decision.	Is acceptance of decision by subordinates critical to effective impletation?

E.	The prior probability that the leader's autocratic decision will receive acceptance by subordinates	If you were to make the decision by yourself is it reasonably certain that it would be accepted by your subordinates?
F.	The extent to which subordinates are motivated to attain the organizational goals as represented in the objectives explicit in the statement of the problem.	Do subordinates share the organizational goals to be obtained in solving this problem?
G.	The extent to which subordinates are likely to be in conflicts over preferred solutions.	Is conflict among subordinates like in preferred solutions?

1. The Information Rule. If the quality of the decision is important and if the leader does not possess enough information or expertise to solve the problem by himself, AI is eliminated from the feasible set. (Its use risks a low-quality decision.)

2. The Goal Congruence Rule. If the quality of the decision is important and if the subordinates do not share the organizational goals to be obtained in solving the problem, GII is eliminated from the feasible set. (Alternatives that eliminate the leader's final control over the decision reached may jeopardize the quality of the decision.)

3. The Unstructured Problem Rule. In decisions in which the quality of the decision is important, if the leader lacks the necessary information or expertise to solve the problem by himself, and if the problem is unstructured, i.e., he does not know exactly what information is needed and where it is located, the method used must provide not only for him to collect the information but to do so in an efficient and effective manner. Methods that involve interaction among all subordinates with full knowledge of the problem are likely to be both more efficient and more likely to generate a high-quality solution to the problem. Under these conditions, AI, AII, and CI are eliminated from the feasible set. (AI does not provide for him to collect the necessary information, and AII and CI represent more cumbersome, less effective, and less efficient means of bringing the necessary information to bear on the solution of the problem than methods that do permit those with the necessary information to interact.)

4. The Acceptance Rule. If the acceptance of the decision by subordinates is critical to effective implementation, and if it is not certain that an autocratic decision made by the leader would receive that acceptance, AI and AII are eliminated from the feasible set. (Neither provides an opportunity for subordinates to participate in the decision and both risk the necessary acceptance.)

5. The Conflict Rule. If the acceptance of the decision is critical, and an autocratic decision is not certain to be accepted, and subordinates are likely to be in conflict or disagreement over the appropriate solution, AI, AII, and CI are eliminated from the feasible set. (The method used in solving the problem should enable those in disagreement to resolve their differences with full knowledge of the problem. Accordingly, under these conditions, AI, AII, and CI, which involve no interaction or only "one-on'one" relationships and therefore provide no opportunity for those in conflict to resolve their differences, are eliminated from the feasible set. Their use runs the risk of leaving some of the subordinates with less than the necessary commitment to the final decision.)

6. The Fairness Rule. If the quality of decision is unimportant and if acceptance is critical and not certain to result from an autocratic decision, AI, AII, CI, and CII are eliminated from the feasible set. (The method used should maximize the probability of acceptance as this is the only relevant consideration in determining the effectiveness of the decision. Under these circumstances, AI, AII, CI, and CII are eliminated from the feasible set. To use them is to run the risk of getting less than the needed acceptance of the decision.)

7. The Acceptance Priority Rule. If acceptance is critical, not assured by an autocratic decision, and if subordinates can be trusted, AI, AII, CI, and CII are eliminated from the feasible set. (Methods that provide equal partnership in the decision-making process can provide greater acceptance without risking decision quality. Use of any method other than GII results in an unnecessary risk that the decision will not be fully accepted or receive the necessary commitment on the part of subordinates.)

DECISION RULES

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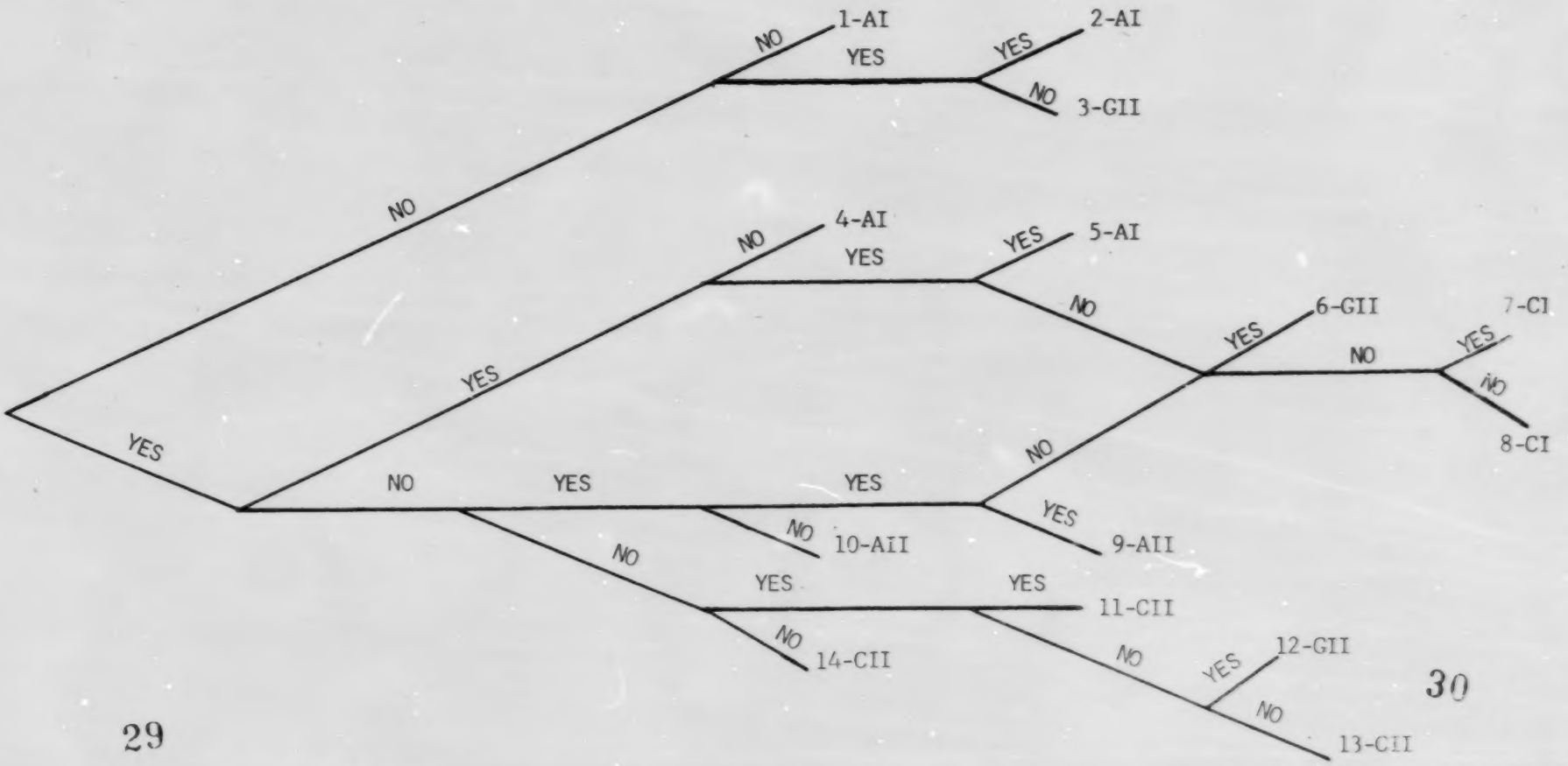
DECISION MODEL

A	B	C	D	E	F	G
Is there a quality requirement such that one solution is likely to be more rational than another?	Do I have sufficient information to make a high quality decision?	Is the problem structured?	Is acceptance of decision by subordinates critical to effective implementation?	If you were to make the decision by yourself, is it reasonably certain that it would be accepted by your subordinates?	Do subordinates share the organizational goals to be obtained in solving this problem?	Is conflict among subordinates likely in preferred solutions?



CASE I. You are a manufacturing manager in a large electronics plant. The company's management has recently installed new machines and put in a new simplified work system, but to the surprise of everyone, yourself included, the expected increase in productivity was not realized. In fact, production has begun to drop, quality has fallen off, and the number of employee separations has risen.

You do not believe that there is anything wrong with the machine. You have had reports from other companies that are using them and they confirm this opinion. You have also had representatives from the firm that built the machines go over them and they report that they are operating at peak efficiency.

You suspect that some parts of the new work system may be responsible for the change, but this view is not widely shared among your immediate subordinates who are four first-line supervisors, each in charge of a section, and your supply manager. The drop in production has been variously attributed to poor training of the operators, lack of an adequate system of financial incentives, and poor morale. Clearly, this is an issue about which there is considerable depth of feeling within individuals and potential disagreement among your subordinates.

This morning you received a phone call from your division manager. She had just received your production figures for the last six months and was calling to express her concern. She indicated that the problem was yours to solve in any way that you think best, but that she would like to know within a week what steps you plan to take.

You share your division manager's concern with the falling productivity and know that your people are also concerned. The problem is to decide what steps to take to rectify the situation.

Decision style you would use: _____

CASE II. You are general foreman in charge of a large gang laying an oil pipeline and have to estimate your expected rate of progress in order to schedule material deliveries to the next field site.

You know tha nature of the terrain you will be traveling and have the historical data needed to compute the mean and variance in the rate over the type of terrain. Given these two variables, it is a simple matter to calculate the earliest and latest times at which materials and support facilities will be needed at the next site. It is important

that your estimate be reasonably accurate. Under-estimates result in idle supervisors and workers, and an overestimate results in tying up materials for a period of time before they are to be used.

Progress has been good and your five supervisors and other members of the gang stand to receive substantial bonuses if the project is completed ahead of schedule.

Decision style you would use: _____

CASE III. You are supervising the work of 12 engineers. Their formal training and work experience are very similar, permitting you to use them interchangeably on projects. Yesterday, your manager informed you that a request had been received from an overseas affiliate for four engineers to go abroad on extended loan for a period of six to eight months. For a number of reasons, he argued and you agreed that this request should be met from your group.

All your engineers are capable of handling this assignment, and from the standpoint of present and future projects, there is no particular reason why anyone should be retained over any other. The problem is somewhat complicated by the fact that the overseas assignment is in what is generally regarded as an undesirable location.

Decision style you would use: _____

CASE IV. You are president of a small but growing Midwestern bank, with its head office in the state's capital and branches in several nearby market towns. The location and type of business are factors which contribute to the emphasis on traditional and conservative banking practices at all levels.

When you bought the bank five years ago, it was in poor financial shape. Under your leadership, much progress has been made. This progress has been achieved while the economy has moved into a mild recession, and, as a result, your prestige among your bank managers is very high. Your success, which you are inclined to attribute principally to good luck and to a few timely decisions on your part, has, in your judgement, one unfortunate by-product. It has caused your subordinates to look to you for leadership and guidance in decision making beyond what you consider necessary. You have no doubts about the fundamental capabilities of these managers but wish that they were not quite so willing to accede to your judgement.

You have recently acquired funds to permit opening a new branch. Your problem is to decide on a suitable location. You believe that there is no "magic formula" by which it is possible to select an optimal site. The choice will be made by a combination of some simple commonsense criteria and "what feels right." You have asked your managers to keep their eyes open for commercial real estate sites that might be suitable. Their knowledge about the communities in which they operate should be extremely useful in making a wise choice.

Their support is important because the success of the new branch will be highly dependent on your managers' willingness to supply staff and technical assistance during its early days. Your bank is small enough for everyone to feel like part of a team, and you feel that this has and will be critical to the bank's prosperity.

The success of this project will benefit everybody. Directly, they will benefit from increased base of operations, and, indirectly, they will reap the personal and business advantages of being part of a successful and expanding business.

Decision style you would use: _____

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